



# Notley High & Braintree Sixth Form



## Job Description & Person Specification

### Assistant Headteacher

<p><b>General</b></p>	<ul style="list-style-type: none"> <li>• Participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with their line manager.</li> <li>• Comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace.</li> <li>• Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment.</li> <li>• Ensure that all duties and services provided are in accordance with the Trust's Equality &amp; Diversity Policy</li> <li>• Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September.</li> </ul>
<p><b>Key Accountabilities</b></p>	<ul style="list-style-type: none"> <li>• To ensure that all students within Key Stage 4 learn well, make good progress and develop effectively because they are taught well, consistently and effectively</li> <li>• To ensure that all students within Key Stage 4 develop and grow appropriately and to ensure their well-being within the school community by developing systems and processes that support them</li> <li>• To ensure that all students within Key Stage 4 experience a consistently high standard of provision of curriculum, within lessons and through all aspects of their membership of the school community.</li> <li>• To be an effective leader and manager: sharing the common vision for the school and interpreting it for the Key Stage, setting clear objectives, monitoring and evaluating all aspects of the work and developing new approaches to meet new challenges.</li> <li>• To involve students and their parents in shaping and evaluating the work and experience in the Key Stage</li> <li>• To be a member of the School Leadership Team, leading and contributing to the development of policies and practice, and the evaluation of all aspects of school life</li> <li>• To be a member of the safeguarding team</li> <li>• To share general aspects of whole school management (e.g. staff appointments, performance management, staff development activities, communicating with staff and parents, organising events...)</li> <li>• To carry primary responsibility for specific strategic tasks allocated within the team</li> <li>• Quality assuring the curriculum, teaching and assessment provided for PPG, LAC, CIC, EAL, PPG/SEN cross over students by carrying out regular learning walks, book checks and student voice activities and responding appropriately to what is seen.</li> <li>• Deploying PPG and all additional funding effectively.</li> <li>• Analysing external and internal data regarding the progress and attainment of PPG, LAC, CIC, EAL students: identifying trends and causes for concern for whole cohorts and individuals, putting appropriate intervention in place to address these and monitoring their effectiveness.</li> <li>• Being the first point of contact for the parents/carers of PPG students.</li> <li>• Making the parents/carers of PPG students aware of their entitlement.</li> </ul>



	<ul style="list-style-type: none"> <li>• Ensuring that all teachers know who their PPG, LAC, CIC, EAL students are and their particular needs.</li> <li>• Quality assurance of EAL provision both in and out of the classroom.</li> <li>• The performance management of staff as allocated by the Headteacher.</li> <li>• Keeping up-to-date with the latest educational research about maximising the potential of PPG students, sharing good practice across the school.</li> <li>• Quality assurance of steps to improve attendance for all students who face disadvantage.</li> <li>• Line management of a subject/faculty area as allocated by the Headteacher.</li> <li>• The performance management of staff as allocated by the Headteacher.</li> </ul>
<p><b>Key Tasks</b></p>	<ul style="list-style-type: none"> <li>• Establishing, developing and sustaining an excellent, effective and comprehensive curriculum provision that will meet the needs of all students and express the school's mission and values</li> <li>• Establishing, developing and sustaining excellent, effective and comprehensive extra-curricular provision</li> <li>• Establishing, developing and sustaining a comprehensive system of monitoring student progress, based on data and observation • Organising, developing and sustaining an effective system to communicate and report student progress to teachers, students and parents, including statutory reporting requirements</li> <li>• Identifying the needs of individuals and groups of students and how well these are being met</li> <li>• Identifying patterns of achievement across curriculum areas and groups of students and why these may occur</li> <li>• Communicating the issues and information emerging from monitoring</li> <li>• Planning and managing interventions for individuals and groups of students to support good progress and address issues</li> <li>• Sustaining a personal "casework" load where issues affecting student progress and development are most serious and providing appropriate support for curriculum and pastoral staff in the management of such cases</li> <li>• Celebrating achievement, commitment and HEART in students and staff</li> <li>• Working directly with students, staff, parents and others to ensure strong progress and well-being</li> <li>• To track and monitor student progress within the key stage and implement effective strategies to tackle underperformance</li> <li>• Working with school governors and within the leadership team to develop and articulate policies and practice</li> <li>• Contributing to the school's processes for self-evaluation</li> <li>• Representing the highest standards and aspirations of the school in all dealings within the school and outside it</li> <li>• Communicating effectively with staff, students, parents, governors and external agencies of all kinds</li> <li>• To oversee the options process</li> </ul>
<p><b>Exercise of Particular Duties</b></p>	<p>The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2005 and updated every year), specifies the professional duties required to be carried out by all teachers. In addition, "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Headteacher from time to time, such particular duties as may reasonably be assigned to them."</p>



KPI	Evidence base (indicative)
KS4 DA attendance and outcomes	ISDR, OFSTED judgement (QoE)
Provision, attendance and outcomes for LAC, Post LAC and CIC	Internal tracking data, subject reviews, external reviews, OFSTED judgement (QoE)
Subject line management – outcomes and quality of education	Subject reviews, external reviews, Stakeholder surveys Internal tracking data, ISDR, ALPs Stakeholder surveys

## JANUARY 2025

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills, and grade.

This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder.



## Person Specification

Essential	Desirable
<p><b>Educational Qualifications</b></p> <ul style="list-style-type: none"> <li>• Good Honours degree</li> <li>• QTS</li> <li>• Evidence of ongoing CPD with respect to leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH or NPQSL</li> <li>• Higher Degree, e.g. Masters, MBA, PhD</li> </ul>
<p><b>Experience and Skills</b></p> <ul style="list-style-type: none"> <li>• Strategic leadership experience, e.g., Assistant Headteacher</li> <li>• Leadership of a department or significant team</li> <li>• Outstanding classroom teacher</li> <li>• Well-developed ICT skills</li> <li>• Record of raising achievement in a subject, year group or specific groups of students</li> <li>• Experience of safeguarding procedures and links with external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Successful middle or senior leadership posts in more than one school</li> <li>• Experience of both curriculum and pastoral management, enabling impact at a whole school level</li> <li>• Experience of Designated Safeguarding Leader role</li> </ul>
<p><b>Vision and Values</b></p> <ul style="list-style-type: none"> <li>• It is a requirement of the post that the successful candidate will be committed to the Headteacher and the educational philosophy, culture and ethos of Notley High School &amp; Braintree Sixth Form and Bridge Academy Trust, which is based on high quality education for all, the journey of the child, excellent pastoral care and relationships, and a belief that every child should 'enjoy, enrich and achieve' during their time at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• As a senior leader, it is anticipated that the Assistant Headteacher will have his/her own vision for successful education and will be able to use this to contribute to shaping the vision for the school</li> </ul>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Ability to create, lead and motivate effective teams</li> </ul>	<ul style="list-style-type: none"> <li>• Be forward-looking and bring an original perspective to problems, informed by educational research</li> </ul>
<ul style="list-style-type: none"> <li>• Capacity for hard work and collaboration</li> <li>• Positive, optimistic, and solution-focused</li> <li>• Ability to establish excellent relationships at all levels through strong inter-personal skills</li> <li>• Ability to accept criticism and respond appropriately</li> <li>• Commitment to personal development</li> <li>• Presence and ability to command the respect of others by creating an air of authority and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to find time for colleagues even when busy</li> <li>• Capacity for intellectual debate on educational issues</li> <li>• Good understanding of data relating to student progress/outcomes</li> </ul>



- Ability to be calm in a crisis and use sound judgement to make clear decisions
- Ability to multi-task, prioritise and reprioritise quickly
- Ability to work quickly and accurately, meeting deadlines
- Ability to assume responsibility yet also delegate appropriately
- Ability to be a role model within the school community
- Ability to inspire children and colleagues
- A desire to listen to children and show interest in their lives
- Innovative, creative, and flexible
- Excellent communication skills, with high level of grammatical accuracy and correct usage in both written and verbal language
- Intuitive and empathetic understanding of others